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ABSTRACT

Experiences in developing a Career Passport project are described for three pilot communities. (A Career Passport is a listing similar to an adult resume that describes a young person's experiences, skills, abilities, knowledge, and work-related attitudes.) An introduction describes the concept and its three essential ingredients as they were developed in the three pilot communities: base of operations (organization or institution), employer involvement, and outreach to youth. Background information is provided, and project goals are outlined. The projects are then described as they were developed in the three communities: Worcester, Massachusetts; Lexington, Kentucky; and Santa Clara County, California. The first two provide a model for a community-based project and the third a model for a school-based project. For each community experience this information is covered: the community, project goals, and project description. Appendixes include sample materials from each of the three projects. (YLB)

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Career Passports

The Job Connection

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Career Passports

by Stephanie Lang Barton

The Job Connection

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Stephanie Lang Barton
December 1981

Employer: I wish I could talk to you about a job, but I really need someone with experience.

17 year-old: That's fine. I've had a number of experiences that have helped prepare me for a job. They're not all work experiences, but I've learned and practiced a lot of skills that make me ready to work. Here's my Career Passport. It documents those experiences.

How different this sounds from the usual job interview with a young person who has had little, if any, work experience. Through the Career Passport Project, young people think through their experiences in school, on athletic teams, in home responsibilities, in volunteer activities, with their hobbies, and in their jobs. They discover that those activities have taught them responsibility, punctuality, how to work cooperatively with others, and specific skills such as business letter-writing, carpentry, car maintenance, or budgeting. A youth who has never worked for pay has probably had other experiences that an employer will recognize as work-related *if* the youth knows how to describe them. The young person armed with a Career Passport has the information at hand to fill out a job application, knows what to expect in a job interview, and goes to the interview with the confidence of having something to offer the employer—experience, skills, and attitudes the employer is looking for.

Introduction

What is a Career Passport?

A Career Passport, simply put, is a listing somewhat similar to an adult resume, that describes a young person's experiences, skills, abilities, knowledge, and work-related attitudes. Young people use their Career Passports to apply for jobs (both part-time and full-time) and also use them in applying for college entrance, scholarships, and training programs.

For approximately eighteen months, the National Institute for Work and Learning (NIWL) has been working in three communities with local employers and with staff from youth-serving agencies to develop a Career Passport format and a process to help young people develop and prepare their Passports. Career Passport programs have been developed in Worcester, Massachusetts; Lexington, Kentucky; and Santa Clara County, California.

Young people in those communities have responded enthusiastically to the Career Passport because the final document is a valuable tool in their job search and because the process of developing the Passport has taught them that many of their unpaid experiences are indeed valuable and work-related.

Adults who work with youth find that the development of a Career Passport provides a natural counseling tool which they can use to help young people discover their strengths as well as gaps in their experiences. The Passport also provides a framework within which to discuss such specifics as job application procedures and interviews, as well as broader topics like the local job market and employment prospects within various occupations.

Most importantly, employers report that youth applying for jobs who have Career Passports provide them with more information about their experiences, skills, attitudes, and knowledge; are more familiar with the job application process; and are more articulate during interviews about their career goals and job skills.

Every experience can have value as long as the youth can present it in relation to work.
Worcester Employer

How Does It Work?

There are several ingredients that are essential in developing a Career Passport project. There must be (1) an organization or institution to serve as the base of operations, (2) participation from the local employer community, and (3) an outreach mechanism to youth.

The Base of Operations

The base of operations administers the project, develops materials, and provides training. In the three pilot Career Passport communities, local education-work councils perform this function. They designed guides for the adults, workbooks for the youth, and, of course, developed a final Career Passport format. They then trained teachers and counselors to help youth prepare their Passports. In Worcester and Lexington, the councils house the documents and provide updating services; in Santa Clara County these functions are performed in four county high schools.

Although education-work councils are the base of operations in the three pilot communities, this support could be provided by any number of organizations. For instance, community-based projects could be housed and staffed by a Chamber of Commerce or a Private Industry Council; school systems could provide Career Passports through their counseling, career education, or vocational education programs, or through regular classroom curricula. Explorer Scouts, Boys and Girls Clubs, YMCAs and YWCAs, and 4-H Clubs could operate Career Passport programs; employment and training programs such as Opportunities Industrialization Centers (OICs) could provide Career Passports as an end-product of their programs; and employers themselves could provide the service to their young employees, to the children of their adult employees, or as a community service to all local youth.

Employer Involvement

In the three pilot communities, it was important to have employers involved in the design of the projects in order to make certain the Career Passports would meet their needs. It was also important to involve employers early on so that they would be acquainted with the Career Passports young job applicants would be bringing to interviews.

Based on the extensive groundwork done by the three pilot communities, the experience categories in the three model passports provide the kinds of information employers are looking for. Organizations in other communities developing Career Passport projects can rely extensively on the model materials from the pilot communities and seek employer advice on local adaptation.

Outreach to Youth

In Worcester and Lexington, the councils reached youth through the schools, youth clubs, and employment and training programs. They worked closely with the staffs of these organizations and with the youth themselves to learn from them their reactions to the project. In Santa Clara County, the council reached youth through the principals and career center directors at four high schools.

In future adaptations of the project, a Private Industry Council or Chamber of Commerce might reach youth in ways similar to the pilot projects, through organizations that have youth clientele. Where a youth organization or school is the project sponsor, their members or students would be their clientele.

Background

The Career Passport Idea

During the late 1970s, with youth unemployment an increasing and seemingly intractable problem, the staff at the National Institute for Work and Learning began considering whether young people's job search methods, or more likely, lack of job search techniques, contributed to their difficulty in finding jobs. Prospective employers look for prior experience as evidence that a young person will become a valuable employee. Youth, on the other hand, are usually unprepared for an employer's questions about their experiences and don't recognize that many of their non-work experiences, as well as part-time and summer job experiences, have given them skills and prepared them for employment.

Adults who are successful in finding jobs prepare for their interviews and usually carry a resume with them. Youth have records of their *academic* experiences, which can be very important in securing a job, but have no comparable record of their other developmental experiences. Young people's unfamiliarity with the employment interview and lack of documentation of their prior experience is a serious gap when they begin to look for a job. We designed the Career Passport Project to fill that gap.

Think of the team approach to work exemplified in scouting or sports participation; the patience and skill involved in model airplane construction; or the cataloguing and research connected with serious stamp collecting.

California Employer

From Idea to Reality

The National Institute for Work and Learning had been working for several years with about 30 community collaborative education-work councils that bring together employers, educators, union leaders, government representatives, and representatives of local service agencies. The councils' purpose, broadly defined, is to assist people in their communities who are in education-work transitions. We decided to approach these community councils with our Career Passport idea since they had the strong employer involvement necessary to provide credibility to back up young people's "resumes."

We outlined our idea to the councils and asked those interested to submit a prospectus to NIWL that would describe how they might design such a service for youth in their communities. Based on their proposals, we chose to work with three councils: the Worcester Area Career Education Consortium in Worcester, Massachusetts; the Bluegrass Education Work Council in Lexington, Kentucky; and the Industry Education Council of Santa Clara County, California. Working with these three councils, we submitted a proposal that was funded by the Office of Youth Programs in the U.S. Department of Labor, with the project beginning in the Spring of 1980.

The Institute's role in the project has been to plan, direct, and coordinate the overall effort and to provide technical assistance to the three local councils. We have provided information networking among the three sites; visited the local sites; and have convened periodic meetings of the full project staff from the local sites, NIWL, and the Department of Labor. The Institute has also directed the assessment of the project; exchanged information with related and similar projects; and disseminated project information through briefings, conferences, and other public information efforts.

The project was designed so that, within certain guidelines, the local councils could develop their services and Career Passports in ways that reflect the specific needs of their own communities. Overall project guidelines included the responsibility to create and work closely with a panel of employers to learn from them the characteristics they look for in young employees and how the project could help young job applicants prepare and present themselves well. The councils were also to work with a larger community task force that would include teachers, school administrators, counselors from youth-serving agencies, and others who work with young people. In addition, each council was required to develop a service and delivery mechanism that would provide youth, both in- and out-of-school, with Career Passports. All components of the project were to be field-tested with a small group of youth and employers so that modifications could be made before full-scale implementation was begun.

Our Goals

At the very beginning we had some overall goals for the project—hoped for outcomes for youth, for employers, and for school and youth-serving agency personnel.

For youth, we hoped to

- Provide a Career Passport that identifies employability skills, attitudes, and abilities in a format that can be updated and revised at any time
- Increase knowledge of work-relevant attitudes and interests
- Increase knowledge of employability skills and abilities
- Improve education and career planning
- Increase self-confidence

For employers, we hoped to

- Provide better information for screening and selecting employees
- Improve their interviews with youth
- Increase their recognition of skill development through work and non-work experience
- Change their attitudes about youth as potential employees

For school and youth-serving agency personnel, we hoped to

- Provide a guide and process that can serve as counseling tools
- Enhance the content of existing programs
- Provide a Career Passport as an end-product of a classroom unit or training or counseling program

Employers are concerned that business interests are seen as self-serving and insensitive to community needs. It is anticipated that one side benefit of the Passport process will be a new means for employers to demonstrate their willingness to contribute to the welfare of the community through improved matching of human resources to job market needs.

Project Coordinator

The Three Demonstration Sites

Although the project guidelines gave the councils considerable latitude in designing the specifics of their services, all three found there were some basic materials they needed to develop: a workbook or guide for youth to help them identify and describe their experiences; guidelines for adults who would be administering the project to youth; and a final Career Passport. Although these materials look different in each community, these three documents appear to be basic to designing a similar service in other communities.

In Worcester and Lexington, the Career Passport project has developed in many similar ways. In both cities, the council staff train others in the community. In the school systems, teachers and guidance counselors work with students to complete the young people's workbooks; in youth training programs and service organizations, counselors and staff work with their young clients. The information collected from the young people is then sent to the council staff who produce the final Career Passport and store the original materials. The council staff also make changes and update Career Passports.

In Santa Clara County, California, council staff have trained computer operators in four of the county's high schools to collect the information from young people and to process the final Career Passports right at the schools.

Each system works well in its community, and the differences provide two models for others to consider: a community-based and a school-based model.

The Worcester Experience

The Community

Worcester, Massachusetts, with a population of about 162,000, is a blue collar "working class" community. Its population includes 61 different and closely knit ethnic groups.

Teenage participation in the work force is high: 85% for white males; 89% for white females; 50% for minority males; and 57% for minority females. On the other hand, overall youth unemployment is also high at 15%; unemployment for minority teenagers is 40%.

Worcester's traditional manufacturing base has been surpassed by a growing service sector which has become the area's primary employer. There are half a dozen large industrial employers, and major non-manufacturing employers include two large insurance companies and three utilities. There is an expanding health system providing job opportunities, and local government employment is significant. In addition, "high tech" industries are rapidly moving into the area surrounding Worcester.

The city has two separate school systems, the Worcester public schools and the Worcester vocational-technical schools. The public school system serves about 23,000 students, over half of whom attend the city's 10 high schools. There are several private secondary schools and a parochial school system with approximately 5,000 students. School dropout rates have doubled during the last decade and now stand at about 12%.

Worcester has a well-developed social service and community resource sector composed of agencies that are a network of closely communicating and cooperating groups.

A piece of recent history in Massachusetts will undoubtedly alter the situation in Worcester in ways that can't yet be fully assessed. In the November 1980 election, Massachusetts voters passed Proposition 2½, a property tax-cutting measure that will dramatically reduce revenues available to older cities such as Worcester. The fiscal 1981 school budget for Worcester was cut by almost 10%, resulting in a loss of 130 teachers and counselors, an equal number of support staff, and a corresponding cut in programs, with further cuts scheduled for 1982. Many special educational programs are in jeopardy. Also, community service agencies that have depended on tax revenues for some of their support are having to cut back staff and services.

I wrote a lot. I didn't think I had that much to say about myself!
Worcester Youth

In this setting the Worcester Area Career Education Consortium designed and began administering its Career Passport Project, which it calls Project CHEL—Community-Housed Experience Listing

Project Goals

The Consortium staff and their Project Task Force set for themselves the following goals for the "Experience Listing":

For youth

- To produce a comprehensive listing of youth's experiences, as a new means of introducing themselves to employers

I never thought that much about the work I've done on cars and motorcycles. I never thought about all the things that go into it.
Worcester Youth

- To develop an understanding by youth of how various experiences can be translated into job-related attitudes and skills

This will help the capable, but non-verbal youth who has the stuff for a job, but can't communicate it.
Worcester Employer

- To provide incentives to youth for acquiring new and different kinds of experiences

For employers

- To supplement and support standard job application procedures with information on youth's non-work experiences
- To provide a quick, complete picture of a candidate's job readiness
- To help insure that employers do not overlook qualified youth who cannot present themselves effectively in traditional ways

For schools and youth agencies

- To provide a counseling tool for developing career and education or training plans
- To provide support services to schools and agencies in their attempts to ease youth's transition from school to work

The Project

The first step was to find out from area employers what experiences they look for when hiring young people. The staff began by talking with a panel of employers, composed of employer members of the Consortium's Board of Directors.

From the start the Employer Panel has been a strong and consistent source of direction and support . . . as business and community people they have a strong stake in the development of the Experience Listing.
Project Coordinator

Made up primarily of managers of large companies, the Employer Panel arranged for the council staff to meet with production supervisors, shop managers, and owners of small businesses to learn what kinds of experiences help young people become valuable employees. When the staff compiled the employer responses, the resulting list showed that employers were very much interested in the family, community, educational, and leisure experiences of young people, in addition to their paid work experiences. The "Ideal Experience List" that was developed outlined a range of employer interests that was to guide the staff in developing their information guide, or workbook, to help youth identify and describe their work-relevant experiences.

At the same time, staff members were collecting materials from other projects that provide resume development, experience credentialing, and job search training. While the staff identified some useful program components, they found that most other programs were more formal, complex, and staff-intensive than they wanted Project CHEL to be.

In the early stages of the project, the staff also began to contact youth agencies and school guidance departments to get their advice on project design and to explore ways the Career Passport Project could be integrated into their counseling and training programs. Since Worcester's Career Education Consortium has no youth clients of its own, project development required close collaboration with youth-serving agencies and schools which would ultimately be the administrators of the project for their clients and students. A look at the staff calendar in the early

months of the project shows them meeting with just about everyone in Worcester who has contact with young people to ask how Project CHEL could help them, and to seek their advice on how best to "interview" youth to compile information for their individual Experience Listings.

As the project developed, the Employer Panel was expanded into a Project Task Force that included teachers, counselors, and service agency staff in addition to the employers.

Based on the Ideal Experience List gathered from employers and on information from all their meetings and contacts, the staff designed the young people's workbook around five major activity headings: family, independent (hobbies, interests, and achievements), community, employment, and education and training. Early drafts were tested with small groups of youth and reviewed by teachers and counselors. The final version, which was reviewed by a consultant to eliminate cultural and sex bias, and a linguist to clarify the language, added a sixth section dealing with job awareness, most enjoyable experiences, future plans, and references. (A sample page from the "family activities" section appears in Appendix A.)

It's an idea whose time has come not only for employers but also for trainers, educators, and counselors. It's the 'missing link' in our counseling and training programs.

School Counselor

The workbook is designed so that teachers, counselors, or trainers can administer the five major sections in any order they think best suits the group they're working with. For example, young people who dropped out of high school might find it pretty discouraging to start with the section on education and training; for such a group, beginning with the hobbies and interests section would be more positive.

While the staff were developing the workbook, they were also considering how to transform the information collected from the youth into the document youth would present to employers. Worcester's conclusion was that once the project was up and running in a number of schools and agencies, word processing equipment would be needed to handle the volume of material to be stored, printed, and updated.

After an early field test, the following process was developed: teachers and counselors return the completed information from the workbooks to the Consortium, where each individual's file is entered into a word processor. The word processor then produces two documents for the youth. The first is an interim report for the youth's own reference, listing all the youth's responses to questions asked. The interim report includes the skills and attitudes listed by the youth; these do not appear in the final Listing because employers wanted young people to express the effects of their experiences in their own words during an interview. The second document is the actual Experience Listing, a 6 × 9 inch, four-page booklet listing the youth's experiences under the same six categories as in the workbook. (Appendix A contains a copy of the project description as it appears on the inside cover of the Listing and a sample page of a fictitious Listing.)

This Experience Listing can be changed at any time by the youth themselves simply submitting the corrections or additions to the Consortium.

When the Employer Panel considered ways to insure that the youth's entries in their Experience Listings were valid, they felt it was unrealistic to expect the small Consortium staff to validate each individual Listing. Experience had shown them that most job applicants are honest in describing their prior experience, and employers knew that they could check on any entries that concerned them. There is space on the inside back cover of each Listing for the youth to sign a statement that the entries are accurate.

The issue of privacy in collecting and storing personal information was an important one for everyone involved in the project design. Based on meetings with

The Listing process is particularly helpful in building self-confidence and improving the self-image of youth who have dropped out of high school—they 'sit up higher' as they become aware of what they have accomplished.

OIC Counselor

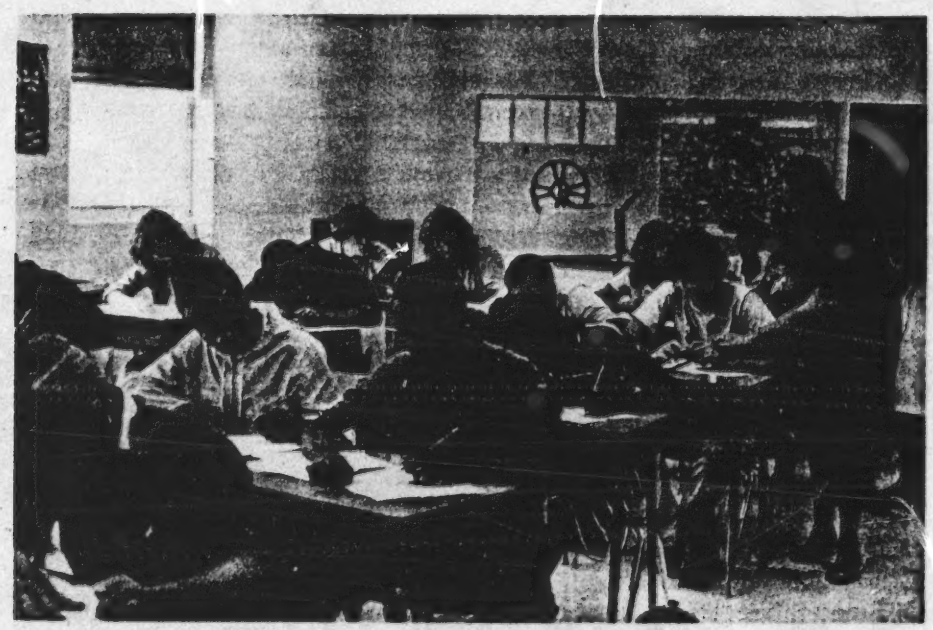
Many of the agency staff are having face-to-face conversations with employers about employment of youth for the first time as a result of this project.

Project Coordinator

the Human Rights Commissioner in Worcester, the staff set up the following safeguards: youth must sign permission forms before the Consortium can process their data; no one has access to their files without the youth's permission; and only the young people themselves can request copies of their Experience Listings.

During November and December of 1980, the entire process was field tested with youth in junior and senior English classes in the public high schools that had a unit on communications skills for employment; at OIC-Worcester, a prevocational counseling and training program for CETA-eligible youth; at YOU, Inc., a counseling, training, and work-experience program for court referred CETA-eligible youth; and with youth in an internship program for particularly bright, capable, and articulate youth.

Project CHEL has expanded to include additional public and vocational school classes, neighborhood centers, and counseling and training agencies, and is expected to involve more than 600 youth by the end of 1981. With this expansion in mind, and with limited staff time for individual training of others to administer the project, the Consortium staff have developed a manual for teachers and counselors and a set of directions to help teachers and counselors put Project CHEL in the context of career education, career awareness, and job search in the Worcester area. (Introductory portions of these two documents appear in Appendix A.)



The Lexington Experience

The Community

The city of Lexington, Kentucky, and the surrounding area of Fayette County, have a population of about 203,000. Lexington is a growing community with several colleges and universities and many corporate headquarters. Where once tobacco, whiskey, and horses were the area's principal industries, Lexington's economy today is more diverse. The labor market of Lexington-Fayette County is centered around retail trade, service industries, and government, and the University of Kentucky is the area's largest single employer. The metropolitan area is surrounded by bluegrass country where the primary businesses are still horse-breeding and racing. In early 1981, adult unemployment was at 4%, with youth unemployment at 16%.

The Fayette County school system includes four public high schools, one private and one parochial high school, two new public vocational schools, a public alternative high school for potential dropouts and problem students, and 10 junior high schools. The dropout rate is 20–25% between ninth and twelfth grades.

The Bluegrass Education Work Council (formerly the Lexington Education Work Council), which is administering the project, has worked closely with the schools and with area training agencies—the Bluegrass Employment and Training Program, the local CETA administrator; the Mayor's Job Center, a CETA-based program providing counseling and training for youth; and the Neighborhood Outreach Program, which assists youth who have dropped out of school. The Council also helped to form the new Private Industry Council, with whom it shares office space.

Project Goals

The Lexington staff set for themselves five project goals early in their planning:

- To develop an Experience Profile document and process that would enable youth to assemble all their developmental experiences in order to demonstrate their abilities to employers
- To establish a process that would enable youth to assess their own skills, interests, and attitudes, and to identify experiences that would promote career development
- To involve local community organizations, schools, training and placement agencies, and employers in assisting youth effectively to undertake, record, and use these developmental experiences
- To institutionalize the Experience Profile process as a regular part of youth's educational, employment, and life development experiences
- To disseminate the Experience Profile concept and process to other interested local and regional organizations and institutions

The Project

The Lexington project, called the Career Passport Experience Profile, is community-based, as is Worcester's, with the Council staff sponsoring the project and training teachers and counselors to administer it to their students and clients. The Council processes and stores the youth's information. Unlike the Worcester project, the Lexington staff decided to use a manual system to handle all the information rather than invest in word processing equipment. They are able to handle the volume of typing required through arrangements for volunteer typing with the Central Kentucky Vocational Technical School and Kentucky Junior College of Business.

The Lexington staff began their project by choosing an Employer Panel after reviewing the Chamber of Commerce's top 100 businesses and the extent of their community involvement. Council members contacted and invited about 25 employers to be panel members along with several employers already on the Council. The resulting Employer Panel represented large and small businesses in manufacturing, finance, construction, retail sales, and state government.

We want to know the applicant's academic achievement, primary interests, and extra-curricular activities. Reliable information would help me tremendously in placing the right young person in the right position.
Lexington Personnel Director

The Employer Panel began by reviewing deficiencies in existing youth hiring practices. As they studied numerous job applications used by area employers, the Council staff asked the panel three specific questions: How important is experience in hiring young people? What qualities, traits, and attributes do you look for? What factors make you reluctant to hire young people?

Overall, the staff looked to the Employer Panel to advise them on the format and content of the Profile for employment-related purposes, to evaluate completed Profiles for their employment value, to disseminate project information to the employment community, and to advise on the process of storing the youth experience information.

The Council soon added a Community Advisory Group to its project, with membership made up of teachers, counselors, school administrators, parents, and youth. Their task was to advise on the format and content of the Profile for its personal growth potential for youth and on the expected impact of the project on institutions such as schools and training programs. The group also worked on the issues of where to house and how to administer the project when federal funding for the demonstration ended. A special task force for promotion was formed to develop a promotional strategy which included creation of a slide/tape presentation, brochures, public service announcements, and a priority listing of groups and organizations to approach for publicity and support.

The Bluegrass Council staff, their Employer Panel, and their Advisory Group envisioned the Career Passport Project as having benefits for young people, employers, teachers and counselors, and the community:

It helps me to get ready for an employer's questions and gives me confidence; I know what to expect from an employer.
Lexington Youth

For young people

- Increased self-awareness and self-esteem through self-evaluation
- Increased opportunity for personal development
- Increased awareness of the responsibility for one's own career planning

For employers

- A consistent information source in a standardized format

- Improved communication with potential employees in an interview
- A better match-up between applicants and jobs, resulting in lower turnover and higher productivity
- A more meaningful way of assessing the employment-related value of a wide range of youth experiences

For teachers and counselors

- Increased communication with young people within a structured process
- A direct service to young people that can readily be used to gain meaningful employment
- Meeting an expressed need of the business community in a way no other counseling program does
- Helping the public school system respond to a changing economic situation where youth unemployment is rising

For the community

- An opportunity for various organizations and institutions to work together to help young people negotiate the transition from school to work
- Better use of the skills and abilities of an important segment of the population —youth
- Increased communication between young people and adults

I view it as a positive commitment demonstrated by a young person in spending the time to develop a detailed Profile. This, in itself, indicates a desire to work and is a display of concern for preparing for employment.

Lexington Employer

After many meetings with the Employer Panel and with consultants from education and human resource development organizations, the Bluegrass Council staff began the actual design of their Career Passport Experience Profile package.

The final Experience Profile Guide for youth has been through three "editions," and the final product, which Lexington calls the Career Passport Experience Profile, has gone through two radically different versions.

Early field testing revealed that the guide was too long and tedious from the youth's point of view; the reading level was too high for most youth; and administering it (which was then being done by the Project Coordinator) would require a handbook for teachers and counselors. All in all, the staff realized that the development process was more complex and took more time than they had anticipated; at the same time they recognized that taking the time to carefully design their materials would be crucial to the project's success.

While working through the several versions of the youth guide and Profile format, the staff were also wrestling with employers' desire to have the listed experiences, skills, and abilities validated in some way. Although formal validation of each entry isn't feasible, the document's credibility meets the needs of employers since young people work on it under the supervision of an adult trained by the Council staff who emphasizes the need for complete honesty. The employers also suggested emphasizing to the youth that their Experience Profiles, along with their job applications, would be the first documents in their personnel files if they were hired, and that knowingly giving false statements is grounds for dismissal.

I was surprised that there was such an easy way to document my experiences.
Lexington Youth

The third and final "edition" of the package was ready for Fall implementation in 1981. It consists of the following components: a Leader's Guide for the teacher or counselor administering the project; a Job Hunting Guide for youth; the Career Passport Profile Guide or workbook for youth; and the resulting Career Passport Profile, a 9 × 9 inch, eight-page document. (Appendix B contains sample materials from each of the guides and the Profile.)

Unlike Worcester employers, employers in Lexington thought it was important to list experience-related skills and abilities right on the Profile. Translating experiences into skills and abilities was the most difficult aspect of the information collection process. Several pages of the youth guide are devoted to helping identify the skills involved in various experiences.

In the Spring of 1981, the Bluegrass Council was working with 175 young people in two public high schools—in a distributive education class and an Experience Based Career Education class; in two junior high school guidance classes called "Summer Jobs"; an alternative school; an educational center for dropouts; the Mayor's Job Center; and a CETA training program. By the Fall of 1981, the Council was providing services to 600 youth in four high schools and two junior highs, working with 20 teachers and counselors and 30 in-class adult volunteers.

The Santa Clara County Experience

The Community

The Career Passport Project began with the notion that various community configurations would require different service design and delivery mechanisms. Santa Clara County posed some very different challenges for the Industry Education Council of California than those faced in the smaller, more cohesive communities of Worcester and Lexington.

Santa Clara County, just south of San Francisco Bay, has a population approaching 1.5 million. The county includes a wide variety of minority populations, with a predominance of Hispanics. In recent years, there has been a significant influx of Indo-Chinese, resulting in new challenges to schools to serve these groups and to employers to include them in the workforce. The county's growth rate since 1960 has been two and one-half times that of California as a whole.

Santa Clara is the heart of Silicon Valley, where the microcomputer industry dominates the employment scene. The county, with a workforce of 650,000, has a highly competitive technical work environment. Major employers include a concentration of firms that are world leaders in electronics and employ approximately one-third of the workforce. Major retailing and service industries employ the next greatest number of workers, and a wide variety of other public and private employers provide the balance of jobs available. Unemployment is running at about 4.2% with urban youth unemployment at about 13%.

The county has 33 school districts with 55 high schools whose populations range from 1,200 to 3,500. The public school districts of the county have a history of cooperation with each other and with other agencies. They are generally open to suggestions for improvement and are willing to participate in developmental projects.

The county is the location of three major universities and four community college districts. Opportunities for employment in the high technology industries of the area provide good incentives for youth to attend postsecondary technical and professional programs. Thus, in many communities, education is seen as the major means to employment, and excellence among students is commonplace.

By contrast, the county includes at least one major urban center, San Jose, where 50% of youth who enroll in certain high schools drop out before graduation.

Project Goals

The project in Santa Clara was developed by the Industry Education Council of Santa Clara County, with considerable advice from employers, teachers, and counselors. Some basic decisions made early by the Project Task Force, made up of representatives from each of these groups, served as goals throughout the project design:

- The Career Passport service should be school-focused with the intention that it become a regular service to all students enrolled.

Employers were among the first contacted who emphasized the belief that most young people have more to offer than they are able to report and that the Passport process was the missing link.

Project Coordinator

- Upon entry to high school, clients should be introduced to the Passport which should become a prime focus for periodic counseling and advising by school personnel.

I hope the Passport can help youth to overcome the 'terror' of the interview by leading the interviewer to questions about familiar topics.
Santa Clara Employer

- The Passport should be easily available to the client seeking jobs during high school and for at least two years beyond.
- Each of the four school sites should tailor the process to its community, to provide alternative examples of the Passport's application.
- The Passport should serve college-bound and non-college-bound students alike.
- The school staff, beginning with the principal, must take an active role in the project to assure the project's continuance after federal funding ends.
- The content of the Passport must reflect advice from employers and must be feasible from the educator's viewpoint. The format must be business-like, the content validated and easy to understand.
- The program should be computer-based at each school to permit (1) an active file for every student enrolled, (2) ease of updating information as the client matures and has additional experiences, and (3) a quick means to supply a Passport upon request by the client.

The Project

In a sprawling county of 1.5 million people, a centralized Career Passport project was impractical. The Council decided that the most practical way to serve large numbers of youth was to have the project based in the schools to serve all youth residing in the school attendance areas during high school and for two years beyond. Services are delivered directly to young people at four high schools in the county, each of which has a microcomputer for processing, storage, retrieval, and printing of the Career Passports.

The use of computer hardware and the development of a computer program sharply reduce long-range costs and make replication at other sites highly feasible.
Project Coordinator

This delivery system also means that in an area where many schools have computers, the project can be relatively easily replicated in other school districts in the county.

Another factor involved in the Council's decision to demonstrate a school-based computerized model was that the Industry Education Council of Santa Clara County is a member of the Industry Education Council of California, a statewide network of 24 local councils. This model offered the best opportunities for replication through the other councils. In fact, the Santa Barbara Industry Education Council has received a grant from the Bank of America to begin a Career Passport service and will be using Santa Clara's software, materials, and technical assistance.

As Santa Clara began to administer the Career Passport project, it sought the advice of an Employer Panel, as did the other two communities. The Employer Panel helped design the Passport content and format to provide in brief and concise terms:

- An introduction to the job-seeking youth

- A "springboard" to an inverview discussion
- A display of the job-seeker's potential as an employee

The Council's Executive Director also worked with a smaller Task Force on the detailed problems of design and delivery. This group was made up of four employers, the four school site principals, and a computer consultant. The early days of the project involved many meetings, arranging agreements with the four schools, and researching computer equipment. The task was to design a format that would fit a computer data base and also provide a document acceptable to employers.

Meanwhile, the Executive Director was planning with the school principals how the project would operate in their schools. With the assistance of the computer consultant, the Council provided each school with a "data input process"—the equivalent of a young person's workbook—a computer program, and training. Each principal hired a computer clerk, half of whose salary was paid by the project and half by the schools. The computer clerks were trained by the Council Executive Director and the computer consultant.

A pre-test of the input forms resulted in a final form that many youth can complete by themselves in about 30 minutes, compared to the several hours involved in Lexington and Worcester where there is more teacher and counselor time available for lengthier discussion. The shorter format works in Santa Clara in part because the schools already have a comprehensive career education program, thus eliminating the need for providing the youth with considerable background about work-related skills and attitudes, and job search techniques.

On the other hand, the success of a classroom setting for administration during the field test led to the unanticipated need for a classroom curriculum. The end result is that the Santa Clara project, with the same computer base and same input form, can serve youth in a classroom setting or on an individual basis at the career center with the assistance of a computer clerk.

The process of developing a Career Passport is a learning experience which involves reading, writing, and thinking.
Santa Clara Teacher

The format of Santa Clara's Career Passport is quite different than Worcester's or Lexington's. On the strong advice of the Employer Panel, the Task Force decided on a standard 8½ × 11 inch format, totalling not more than two pages. The pages are contained in a folder with a removable card to identify the school where the file is housed.

The content of the Santa Clara Passport is slightly different than the others also, again on the advice of the Employer Panel. The six categories of information are: Career/Job Plans (including long and short-range objectives and educational plans); Education/Training; Job Skills; Job Experiences; Special Strengths, Interests and Abilities; and References—a section with brief references from teachers, counselors, or employers.

Although at the outset a school-based model made sense because of the county's sprawling size and population mass, and because of the schools' existing career education curriculum which fit nicely with the Career Passport Project, the model faced some major difficulties due to the passage of Proposition 13 shortly before the project began. Several of the schools lost the majority of their counseling staff, and those remaining were seriously overburdened. However, as they worked through the project design, the principals concluded that the project could, in fact, help make up for some of the loss of counseling.

We have suffered some severe cutbacks in staff and our counseling program has been eliminated. As I see it, the Career Passport has the potential for being the vehicle by which we can guide students in a career direction in the absence of our counseling program.
School Principal

Also, in the Fall of 1981, two of the pilot schools were closed and absorbed into other schools. However, the Career Passport Project has moved right along with those schools and is now in place in the new schools. The project is currently being

administered through English classes, career education classes, and at the schools' career centers. At the end of 1981, about 1,500 students were being served.

(Sample materials from Santa Clara's curriculum, data input form, and Career Passport can be found in Appendix C.)

The Future of Career Passports

The enthusiasm generated for the Career Passport Project by employers, school and youth agency personnel, and youth at the three demonstration sites suggests that we have indeed identified a "missing link" in the job search process for youth who don't have significant prior work experience. The challenge remaining is to expand this idea to other communities and to adapt it to other populations, settings, and situations.

The National Institute for Work and Learning and the three demonstration sites are currently seeking funding to continue the demonstration beyond 1981 and to prepare a training package and model project materials so others can replicate the Career Passport Project in their communities. We are also working on project adaptations for special populations such as migrant youth, delinquency-prone youth, community college students, and displaced homemakers.

The three sites demonstrate that our basic idea is a very adaptable one. The Santa Clara County model shows how the project can be carried out by school systems. A Chamber of Commerce or Private Industry Council might start a community-based project. Or national-level organizations such as Explorer Scouts, Boys and Girls Clubs of America, Opportunities Industrialization Centers, or 4-H could introduce the concept to their local affiliates. The Institute will be exploring all these avenues for project expansion in the future.

The staffs of the National Institute for Work and Learning and the three community councils are available to assist local organizations and institutions interested in providing Career Passports to the youth in their communities. We can provide adaptations of materials and delivery mechanisms for individual agencies and for special populations, on-site training of project staff, or group orientation and training through workshops.

To explore the possibilities of providing Career Passports in your community, contact the National Institute for Work and Learning.

National Institute for Work and Learning
1211 Connecticut Avenue, N.W.
Suite 301
Washington, D.C. 20036
(202) 887-6800

Appendix A

Sample Materials from
the Worcester Project

YOUR EXPERIENCES

Family - This section deals with your experiences at home or living on your own. Employers are interested in the responsibilities you've had to take on and the things you've learned to do at home. Start at the left and just read down the first column. Then go on to the second column and list your experiences according to the directions. Wait for special instructions before filling out the bordered area.

1) What kinds of regular tasks do you do around your house or apartment? For example, do you:

* Babysit?
* Fix things?
* Act as translator for family members?
* Prepare meals?
* Clean house?
* Work in a family business?
* Shop for groceries?
* Manage expenses?

List your responsibilities and tasks around the home. Tell how often you do each one and since when you've been doing it. (List each task separately.)

a. Task _____

_____

How often? _____

Since when? _____

b. Task _____

_____

How often? _____

Since when? _____

c. Task _____

_____

How often? _____

Since when? _____

What does each task show about your attitudes and abilities?

a. _____

_____

_____

b. _____

_____

_____

c. _____

_____

_____

(USE BACK OF THIS PAGE IF YOU NEED TO)

This Experience Listing is designed to assist the person named on the cover to present a more complete picture of the abilities, attitudes and interests he or she has acquired. The Listing is based on the belief that what is gained in one experience may be transferable to another and that an individual with seemingly limited employment and academic backgrounds may actually possess the necessary qualifications for work or future schooling. The information presented here was collected in a series of discussions and interviews with the individual.

Representatives from Worcester area companies, unions, schools, agencies and training programs have worked together on the development of the Experience Listing. The project has been funded by a grant from the U.S. Department of Labor through the National Institute for Work and Learning in Washington, D.C. For more information, please contact:

Project CHEL
Worcester Area Career Education Consortium
25 Harvard Street
Worcester, MA 01609
756-9804

* * * * * *

The Worcester Area Career Education Consortium has coordinated the production of this Experience Listing and maintains a permanent file of the data at its office. The Consortium, however, has not assumed responsibility for validating the information.

Anne E. Youthe
25 Harvard Street
Worcester, MA 01609
617-756-9804

06/12/81

FAMILY

Responsibilities and Tasks

Cleaning up after meals every night for 10 years

Cleaning my room once a week

Babysitting for my younger brothers 3 times a week for 5 years

Cooking dinner weekends for 2 years

Special Family Activities

Showed my brothers how to build a tree house.

Helped take care of my grandmother after my grandfather died.

HOBBIES AND SPECIAL INTERESTS

Hobbies and Crafts

Knitting and sewing. Mother taught me. Examples: Sweaters, skirts

Writing. Learned at school. Example: Poetry

Cooking. Learned by myself. Examples: Meals, snacks

Courses

Piano lessons from a private teacher for 12 years

Driving lessons at school for 1/2 year

Life Saving course at the YWCA for 20 weeks

MANUAL FOR TEACHERS AND COUNSELORS

TABLE OF CONTENTS AND PREFACE

I Introducing Project CHEL

II Collecting the Experiences

III Processing the Completed Information Guides

IV Delivering the Experience Listings

As background and reference, the following documents are organized separately:

Appendix A Project CHEL Description

Appendix B Sample Experience Listing

Appendix C Ideal Experience List

Appendix D Permission Form

Appendix E Information Guide

Appendix F Personal Inventory Checklist

Appendix G Sample Interim Report

Appendix H Changing or Adding to Your Experience Listing

Appendix I Requesting Additional Experience Listings

The purpose of this manual is to provide background, offer direction, and make suggestions to teachers and counselors who will be administering Project CHEL materials. The ideas and recommendations in this manual are derived from the experiences of the Consortium staff and staff from area agencies and schools who field tested Project CHEL.

Educational, counseling, and training programs vary greatly in content, format, and population. This manual is intended as a guide to administering Project CHEL at a range of sites. Precisely how to implement the steps and forms outlined here must be decided by the counselors and teachers in each program.

GIVING CONTEXT TO THE EXPERIENCE LISTING

Preface

Project CHEL is being administered in a variety of educational, counseling, and training programs. In some settings the Experience Listing Service is being offered as part of a larger career education or job preparation unit. In other situations where there are time and curriculum restraints, it is being promoted alone or in connection with limited discussions about the world of work. The Listing Service can be successfully offered alone, but by combining it with other career exercises, its processes and products can be more fully explored and utilized.

Giving Context to The Experience Listing is aimed at counselors and teachers in the second situation. It is for staff whose time is limited but who see an opportunity to build something extra into the listing process and need suggestions for themselves and the participants. The following pages identify some related objectives and questions counselors or teachers might want to pursue along with the process. Accompanying them are some brief responses and a list of resources and activities for further investigation. Exactly how these ideas and suggestions get implemented would be up to the staff. Few counselors or teachers will have time to pursue all the objectives in addition to administering the CHEL materials, but combining any of them with the basic goal of the Listing Service would greatly strengthen the process and help ensure better use of the final products.

Appendix B

Sample Materials from
the Lexington Project

PREFACE

The Career Passport Profile Guide is a structured workbook which a young person uses in the development of his own Experience Profile.

An adult facilitator uses the Leader's Guide to direct the young person through a series of steps in this development.

The packet of materials is designed as a complete unit. It may be used in existing classroom or learning situations, or as a separate activity.

The Experience Profile is intended to provide young people with a documentation of their life experiences. It is a valuable tool for 1) career planning, 2) preparing for, and using in, employment interviews, and 3) recording specific skills, abilities and attitudes which have been developed through life experiences, and which relate directly to employer needs. The Passport is assembled so that it can be easily updated, thus allowing for an on-going recording of an individual's experiences.

A young person who has gone through the process of developing an Experience Profile may find that he/she has gained a more positive self-image, higher self-esteem, and more confidence when approaching situations in the work world.

The quality and credibility of the finished Profile will be enhanced by a systematic, orderly process of development; this process should be supervised by a qualified adult, who understands the concept and relevance of the document. Please study the Leader's Guide, Experience Profile Guide, and the Experience Profile thoroughly before administering it.

CAREER PASSPORT EXPERIENCE PROFILE

INTRODUCTION

This guide is to help you develop an Experience Profile on yourself which can be used to assist you in finding a job and in planning a career. The Experience Profile is very similar to a resume. It will help you describe the various experiences you have had in a way that will help employers better understand what skills and abilities you have for a job.

Finding and getting a job is an exciting opportunity, but can often be frustrating and discouraging. Three problems often encountered are lack of experiences, not knowing who to contact for job information, and not knowing how to present oneself to possible employers after contacts have been made. By working through this guide, you will be in a better position to handle these problems.

As you develop your Profile, keep two ideas in mind. One, the potential employer will want to know as much about your job qualifications as possible in a short period of time. Therefore, it is important to be brief and to the point with your Experience Profile entries. However, be prepared to discuss any point in the Profile if an employer asks you any questions in an interview.

Two, you probably have many experiences which you have never before considered as being important in applying for a job. Therefore, as you go through this guide, you will need to spend some time and effort thinking about your experiences and what you know about yourself so that you will not miss any type of experience that is relevant or important. Remember, the employer will probably know very little about you, and it will be to your advantage to list all of your strengths and experiences.

If you have a carefully thought-out Profile that is well-organized, the employer will begin to assume that you are a well organized and thoughtful person.

This guide contains eight sections. Each of the eight sections is to help you think about and write down information which will be used to build your Experience Profile. The eight sections are summarized on the next page. Be sure to complete each section carefully and accurately. Good luck on your "Profile" adventure.

JOB HUNTING GUIDE OUTLINE

STEPS TO SUCCESSFUL JOB-HUNTING

Step 1 — KNOWING YOURSELF - Have you developed your own Experience Profile? Do you have a good understanding of your skills, abilities, interests and positive attitudes? Are you prepared to discuss these with potential employers?

Step 2 — FINDING OUT ABOUT THE JOB MARKET - You must match your skills with the jobs available. What are your options? Do you know where to find out about local job openings? There are many sources which will explain what the jobs are, what skills you will need and how to go about applying.

Step 3 — APPLYING AND INTERVIEWING FOR THE JOB - Now that you know what you want to do, what companies and businesses offer the kind of job you want? Do you know how to go about getting a job interview? How can you make sure you have a successful job interview?

Step 4 — GETTING AND KEEPING YOUR JOB - Now that you have the job, what should you do to establish a good work record? Are you willing to learn from your new job? Can you follow instructions and get along with fellow employees?

Step 5 — BUILDING YOUR EXPERIENCE PROFILE - What are you learning from your new job? What new skills can you add to your Experience Profile? By continuously updating and evaluating your Experience Profile you are preparing for your next job and your career.

CAREER PASSPORT

WHAT IS IT?

The Career Passport Project is designed to assist young people in making the transition from school to work. A participant will develop a portfolio, called an Experience Profile, that contains a summary of life experiences. It will be used for purposes of job seeking and career planning.

The Experience Profile will go beyond traditional academic preparation. It will also include past employment; volunteer, community and leisure activities; work-related interests and attitudes; and specific skills and abilities.

WHY IS IT NEEDED?

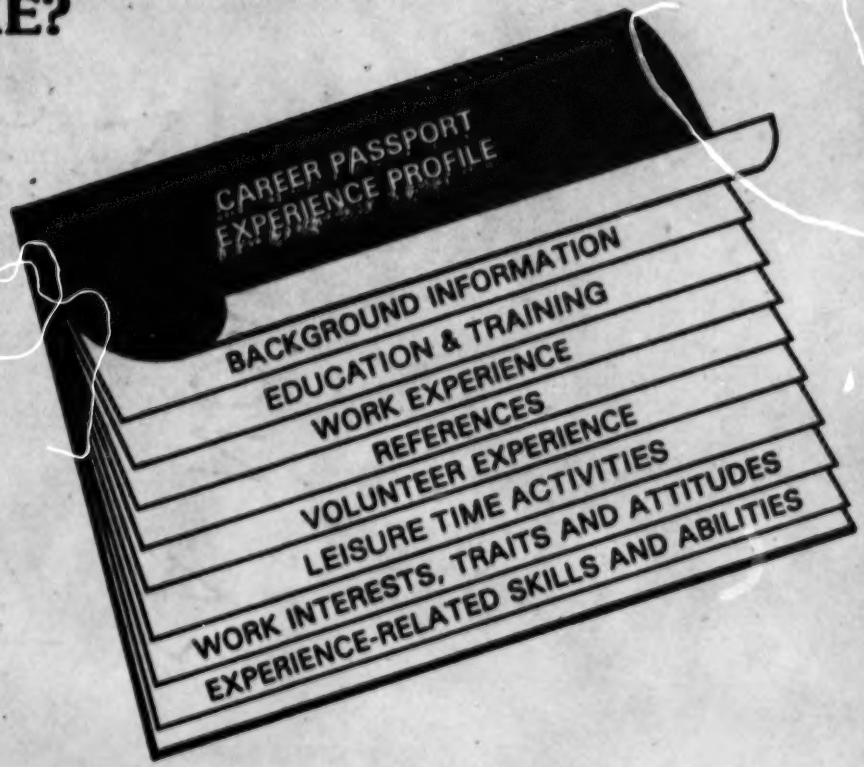
Most young people are concerned about career planning and job hunting. Finding, getting and keeping the right job can be an exciting experience, but it can also be frustrating. Potential employers look for experience, but many young people have no applicable experience. Often, they don't have accurate job information and they may not know how to present themselves to potential employers.

The Career Passport Experience Profile is a realistic tool that guides the young person toward the development of background information that will paint a clear picture for the employer.

WHAT WILL AN EXPERIENCE PROFILE LOOK LIKE?

WHAT IS THE CONTENT?

The Profile consists of eight sections, contained in a 9 x 9 inch, eight-page document.



HOW DOES ONE DEVELOP AN EXPERIENCE PROFILE?

It might be developed in school —

- 9th grade, Civics Class
- 11th grade, Social Studies Class
- 12th grade, Language Arts
- Other selected courses

Or, if no longer in school, one might contact —

- Agencies that deal with youth on a regular basis
- Neighborhood centers

WHEN & WHERE CAN ONE BE DEVELOPED?

Small group sessions will be conducted in:

- Jr. high and high school classrooms
- Community youth-serving agencies

Appendix C

Sample Materials from
the Santa Clara Project

PREFACE

The Career Passport Curriculum offers a framework for use by classroom teachers to guide students in the development of individual passports. It is designed so that the lessons can be incorporated as part of an existing careers class or as a separate unit in other guidance or teaching situations.

The Career Passport provides the student with: (1) a record of positive experiences; (2) a reference document; and (3) the backdrop for employment interviews. The Curriculum provides identification of skills related to the job search and helps the student discover that he/she has had life experiences that relate directly to employer needs. The lesson format will enhance and expand certain aspects of the Passport such as knowledge of abilities, values and interests and how to connect these with the world of work.

By using this Curriculum the student will gain the knowledge and awareness to engage in a career decision-making process that is ongoing, positive and rewarding.

Developed for the Industry Education Council
of Santa Clara County

by

Ainsworth-Darling-Rochte
Life Planning Counselors/Consultants

February 1981

YOUR OWN CAREER PASSPORT

Almost everyone must face the task of finding a job several times in their life. Often, securing one's first job or jobs can be the most difficult unless you can clearly present your qualifications to an employer. The Career Passport is a way to do this effectively.

Your Career Passport will contain information that employers want to know about you, in a form that they can read easily. It also will help you during an job interview by leading your interviewer to ask questions about your strong points.

Using the attached input form, you can supply most of the information needed for your Career Passport and the Passport Counselor at your school will help you to finalize the information needed. Your Passport will be put in a computer so it will be available when you need it to apply for a job. Your computer file can be updated or revised easily and only you can obtain a copy of your Passport for use outside the school.

Your Passport is a personalized statement about you. The input form will help you to include key information in a form employers want but you should use your own words as much as possible to tell about your job qualifications. Your Passport should grow and improve as time passes and you have additional experiences.

When you have finished, your Passport should show information about you in the following categories:

GENERAL IDENTIFICATION - your name, address,telephone no., etc.

CAREER/JOB PLANS - your short-range and long-range objectives and your educational plans.

EDUCATION/TRAINING - your school attainment, course emphasis, awards, achievements, etc.

JOB SKILLS - Your skills which can be used on a job.

JOB AND RELATED EXPERIENCES - A description of your paid and unpaid experiences which reflect your employability.

SPECIAL STRENGTHS AND ABILITIES - Statements about you as a person and what you do best.

REFERENCES - Statements from responsible persons who know you well and can recommend you to an employer.

Turn now to the input form and get started building your own Career Passport. If you have questions, make a note to yourself so you can ask your Passport Counselor.

CAREER PASSPORT

The Career Passport provides employers with vital information about young job-seekers. It is intended to acquaint the employer with the skills of the job-seeker and to act as a springboard for an employment interview.

The content of the Career Passport is based on advice from employers about qualifications needed for successful employment. The Passport service is provided to job-seekers through the counseling and instructional program of their high school.

Information about a job-seeker is drawn from any part of their life which has provided them with experience to enhance their employability.

The Career Passport service begins when a young person enrolls in high school and provides a basis for choosing activities, both in and out of school, which will enhance their employability. The service is available to assist job-seekers during high school and for at least two years beyond.

Comments and advice about the Career Passport service are welcome from employers and other concerned persons in the community.

The Career Passport is made possible by an award from the U.S. Department of Labor, coordinated by the National Institute for Work and Learning, Washington, D.C., at three sites: Santa Clara County, California, Worcester, Massachusetts, and Lexington, Kentucky. In Santa Clara County, the project is being directed by the Industry Education Council, 715 North First Street, San Jose, CA 95112. Inquiries and suggestions about the project are welcome.

CAREER PASSPORT -- Sample #1

NAME: JOHN DOE DATE OF BIRTH: July 4, 1963

CITY, STATE, ZIP: SAN JOSE, CA 95133
TELEPHONE: (408) 923-5928
SOCIAL SECURITY NUMBER: 274-06-4116

CAREER/JOB PLANS

LONG RANGE OBJECTIVE:
MY GOAL IS TO BECOME A PAINTER IN THE CONSTRUCTION INDUSTRY.

SHORT RANGE OBJECTIVE:
I WOULD LIKE FULL TIME EMPLOYMENT WITH APPRENTICESHIP TRAINING. I ALSO DESIRE TO HELP SUPPORT MY FAMILY AND TO GAIN EXPERIENCE IN THE CONSTRUCTION INDUSTRY.

EDUCATIONAL PLANS:
I WOULD LIKE TO GET MY GED WHILE COMPLETING MY APPRENTICESHIP TRAINING.

EDUCATION/TRAINING:

I AM NOT PRESENTLY ATTENDING SCHOOL. THE NAME OF MY LAST SCHOOL WAS INDEPENDENCE HIGH SCHOOL IN SAN JOSE, CA MY MAJOR COURSE EMPHASIS WAS GENERAL EDUCATION.

JOB SKILLS:

I HAVE THE SKILLS TO WORK AS A PAINTER, JANITOR AND AS A WAREHOUSE WORKER.
MY THREE BEST VOCATIONAL SKILLS ARE WORKING WITH PEOPLE, WORKING WITH MY HANDS AND WITH TOOLS. I AM ALSO CAPABLE OF INSTRUCTING OTHERS.

JOB EXPERIENCE:

MY PREVIOUS EMPLOYMENT EXPERIENCE HAS BEEN AS A PAINTER FOR ABC PAINT CO AND AS A JANITOR FOR HEWLETT-PACKARD.
I HAVE ALSO VOLUNTEERED AS A MANAGER OF BASEBALL TEAM.
MY FAMILY RESPONSIBILITIES INCLUDE HELPING MY YOUNGER BROTHERS AND ENCOURAGING THEM TO STAY IN SCHOOL.

SPECIAL STRENGTHS INTEREST AND ABILITIES

MY STRONG POINTS ARE THAT I AM A GOOD LISTENER, HONEST AND I CAN WORK WITH OTHERS. I AM ALSO BILINGUAL (SPANISH).

REFERENCES:

John Doe WAS A DEPENDABLE, HONEST EMPLOYEE AND DEMONSTRATED THE ABILITY TO LEARN AND TO WORK WITH OTHERS.

JOHN BROOKS
PRESIDENT
ABC PAINT CO.

CAREER PASSPORT
A FREE SERVICE TO JOB SEEKERS AND EMPLOYERS PROVIDED BY THE INDUSTRY EDUCATION COUNCIL OF SANTA CLARA COUNTY